



A. R. RUCKER MIDDLE

422 Old Dixie Road
Lancaster, SC 29720

Grades	6-8 Middle School	
Enrollment	526 Students	
Principal	Phillip Mickles	803-416-8555
Superintendent	Dr. Gene Moore	803-286-6972
Board Chair	Bobby Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

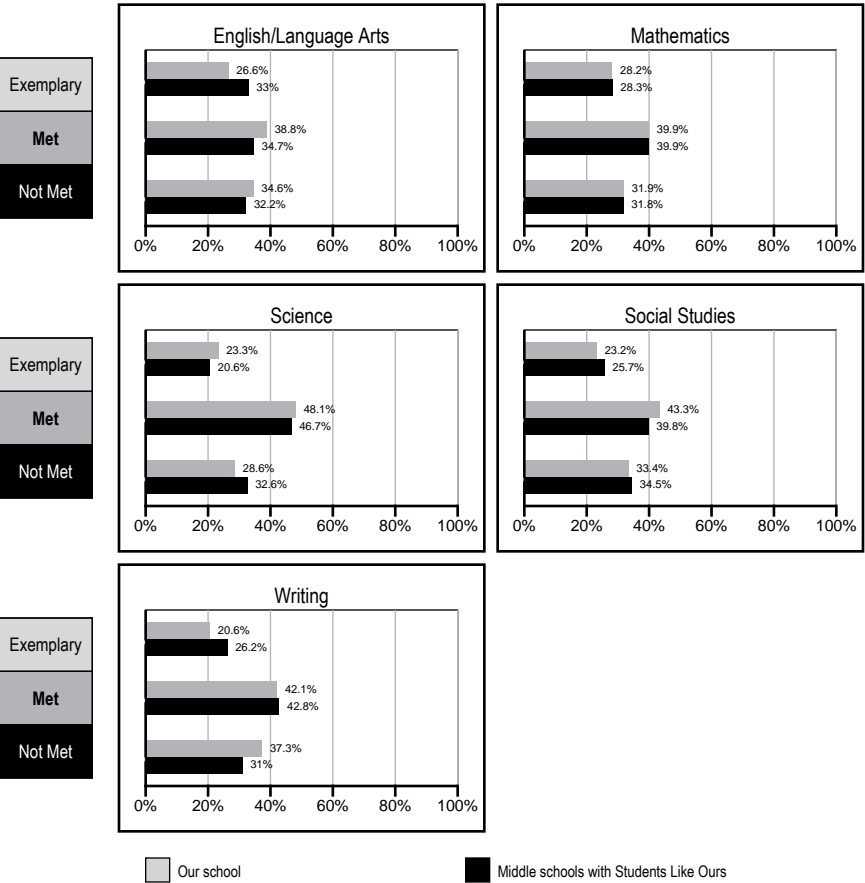
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	46	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.1%
English 1	N/A	97.7%
Physical Science	N/A	72.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=526)				
Students enrolled in high school credit courses (grades 7 & 8)	17.3%	Down from 22.7%	25.0%	24.2%
Retention rate	0.0%	Down from 0.2%	0.7%	0.7%
Attendance rate	95.3%	Down from 95.6%	95.7%	95.9%
Eligible for gifted and talented	19.1%	Up from 15.9%	17.9%	16.4%
With disabilities other than speech	13.7%	Up from 13.6%	12.7%	12.0%
Older than usual for grade	1.7%	Up from 1.2%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.2%	Up from 0.8%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	50.0%	Up from 43.6%	55.8%	58.5%
Continuing contract teachers	60.5%	Down from 66.7%	81.1%	80.0%
Teachers with emergency or provisional certificates	6.7%	Up from 6.1%	3.5%	4.0%
Teachers returning from previous year	80.0%	Down from 81.1%	84.6%	84.6%
Teacher attendance rate	95.0%	Down from 95.1%	95.3%	95.4%
Average teacher salary*	\$45,938	Down 3.3%	\$45,911	\$46,561
Professional development days/teacher	6.7 days	Down from 11.1 days	10.7 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 19.1 to 1	21.3 to 1	21.1 to 1
Prime instructional time	89.2%	Up from 87.7%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	59.9%	Up from 54.0%	97.7%	98.1%
Character development program	Excellent	Up from At-Risk	Good	Good
Dollars spent per pupil**	\$8,284	Down 2.4%	\$7,733	\$7,802
Percent of expenditures for instruction**	65.5%	Up from 64.6%	64.7%	63.8%
Percent of expenditures for teacher salaries**	61.1%	Up from 60.0%	60.4%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Throughout the 2009-10 school year, Aaron Riley Rucker Middle School focused on continued school improvement. We had many highlights during this school term. We received our accreditation as an International Baccalaureate-Middle Years Programme ("IB program") which continues to drive our instruction. More importantly, through the IB program, students discover how their unique talents, when developed, become pipelines for possible future careers. Teachers, administrators, counselors, and nurses all worked together to create an environment that fosters success. We focused on making instructional decisions that align with the school's beliefs, vision, and mission.

Middle School students perhaps face more social and developmental challenges than any other grade level. During these three years, socialization is a top priority for many students. As a school, we have worked to improve and offer good habits that will follow them throughout life. We focused on implementing differentiating instruction for all of our students. The successful addition of our single-gender classes brought about a better school environment. We concentrated on learning activities designed to address multiple learning styles and achievement or developmental levels. Both informal and formal diagnostic procedures provided data about the students' preferences. By increasing efforts to help our students develop more personal and social responsibility, we believe our students also achieve more academically.

In addition, we continue to improve on three critical areas: 1) Technology—we improved middle school education for our students with diverse learning abilities by putting a SmartBoard in every classroom; 2) Literacy— we are continuing to promote literacy and writing through our Rams Uniting Monthly Building Literacy Experiences (R.U.M.B.L.E.); and 3) Leadership for School Improvement – our administration team works with all stakeholders to implement programs that improve student achievement.

Although there is still room for improvement and much work remains to be done, the positive trends in achievement for our students give us greater confidence and serve as a motivating factor to stay the course in our commitment to continuous improvement.

Phillip Mickles, Principal
Paula Stegall, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	136	122
Percent satisfied with learning environment	100.0%	80.0%	89.0%
Percent satisfied with social and physical environment	100.0%	80.1%	87.3%
Percent satisfied with school-home relations	91.4%	79.4%	80.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	514	100	35.3	38.4	26.3	74.7	83	83.5	Yes	Yes
Gender										
Male	277	100	40.6	36.6	22.8	69.7	79.1	80.1	N/A	N/A
Female	237	100	29.4	40.4	30.3	80.3	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	218	100	26.1	34.5	39.4	80.8	86.8	89.6	Yes	Yes
African American	259	100	44.3	41.1	14.6	67.5	74	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	28	100	19.2	50	30.8	88.5	85.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
Disability Status										
Disabled	67	100	76.7	16.7	6.7	26.7	47.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	24	52	24	88	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	100	43.1	40.8	16	68.6	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	514	100	35.1	40.2	24.7	76.3	81.5	80.4	Yes	Yes
Gender										
Male	277	100	39	35.8	25.2	72.8	78.3	78.4	N/A	N/A
Female	237	100	30.7	45.2	24.1	80.3	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	218	100	26.1	34	39.9	84.2	86.1	87.8	Yes	Yes
African American	259	100	42.7	45.1	12.2	69.9	71.2	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	28	100	34.6	42.3	23.1	73.1	80.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
Disability Status										
Disabled	67	100	78.3	18.3	3.3	26.7	44.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	40	36	24	72	79	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	100	42.2	46.1	11.8	71.2	74.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	345	99.7	28.8	48	23.2	71.2	62.7	67.3
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Gender

Male	181	100	31.3	41.6	27.1	68.7	62.4	66.9
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Female	164	99.4	26.1	54.8	19.1	73.9	63.1	67.7
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Racial/Ethnic Group

White	151	100	16.4	46.4	37.1	83.6	70.5	79.6
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African American	170	99.4	39.4	49.4	11.3	60.6	45.6	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	72	84.4
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Hispanic	19	100	33.3	44.4	22.2	66.7	59.3	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	69.5
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Disability Status

Disabled	40	100	67.6	29.4	2.9	32.4	27	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	19	100	35	50	15	65	57	58.6
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Socio-Economic Status

Subsidized meals	208	99.5	35.8	50.8	13.5	64.2	51.4	55.4
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Social Studies

All Students	343	99.4	34	43.1	23	66	65.4	70.9
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Gender

Male	183	98.9	34.5	37	28.5	65.5	64.3	70.1
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Female	160	100	33.3	49.7	17	66.7	66.6	71.7
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Racial/Ethnic Group

White	137	99.3	24.8	42.4	32.8	75.2	69.8	79.2
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African American	181	99.5	42.4	43.5	14.1	57.6	54.9	58.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.6	86.8
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Hispanic	19	100	27.8	44.4	27.8	72.2	67.4	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	51	98	73.3	20	6.7	26.7	32.8	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	18	100	27.8	50	22.2	72.2	67.1	68
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Socio-Economic Status

Subsidized meals	223	99.6	40.1	44	15.9	59.9	54.8	60.8
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Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	509	98.6	37.1	42.3	20.6	62.9	72	72.1	95.3	95.7
Gender										
Male	272	97.8	43.4	42.2	14.3	56.6	64.5	65.2	94.7	95.5
Female	237	99.6	30.1	42.4	27.5	69.9	79.9	79.2	96	96
Racial/Ethnic Group										
White	216	99.1	25.6	41.9	32.5	74.4	77.8	80.8	95.2	95.5
African American	258	98.1	47.7	41.6	10.7	52.3	59.2	59.7	95.2	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	75	87	98.5	97.3
Hispanic	28	100	33.3	51.9	14.8	66.7	72	64.6	95.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	73.4	N/A	96
Disability Status										
Disabled	65	90.8	87	11.1	1.9	13	22.3	27.7	90.8	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	34.6	53.8	11.5	65.4	68.4	63.7	95.9	96.1
Socio-Economic Status										
Subsidized meals	323	98.1	46.7	41.8	11.5	53.3	61.6	61.9	94.6	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	169	100	27.9	43.6	28.5	72.1
	7	163	100	44.2	33.3	22.4	55.8
	8	175	100	36.8	40.5	22.7	63.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	179	100	33.5	44.5	22	66.5
	7	174	100	27.2	39.2	33.5	72.8
	8	161	100	45.7	30.5	23.8	54.3

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	169	100	30.9	44.2	24.8	69.1
	7	163	100	41.5	36.1	22.4	58.5
	8	175	100	33.1	44.2	22.7	66.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	179	100	35.8	37.6	26.6	64.2
	7	174	100	27.2	43.7	29.1	72.8
	8	161	100	42.4	39.7	17.9	57.6

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	86	100	28.6	58.3	13.1	71.4
	7	163	100	36.1	49.7	14.3	63.9
	8	87	100	44.4	42	13.6	55.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	89	98.9	32.6	53.5	14	67.4
	7	174	100	26.3	48.8	25	73.8
	8	82	100	29.9	40.3	29.9	70.1

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	83	100	23.2	62.2	14.6	76.8
	7	163	100	51.7	34	14.3	48.3
	8	88	100	37.8	39	23.2	62.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	90	98.9	22.4	56.5	21.2	77.6
	7	174	99.4	40.9	36.5	22.6	59.1
	8	79	100	32.4	41.9	25.7	67.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	170	99.4	37	46.1	17	63
	7	161	98.8	44.6	33.8	21.6	55.4
	8	175	98.9	32.5	48.5	19	67.5
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	178	97.8	39.8	42.7	17.5	60.2
	7	172	99.4	38	39.9	22.2	62
	8	159	98.7	33.1	44.4	22.5	66.9

Abbreviations for Missing Data

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